

DOCUMENT RESUME

ED 098 813

FL 006 604

AUTHOR Ney, James W.; Eberle, Donella K.
TITLE A Selected Bibliography on Bilingual/Bicultural Education.
INSTITUTION ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
PUB DATE Jan 75
NOTE 6p.
EDRS PRICE MF-\$0.75 HC-\$1.50 PLUS POSTAGE
DESCRIPTORS *Annotated Bibliographies; Anthologies; Applied Linguistics; *Biculturalism; *Bilingual Education; Dialect Studies; English (Second Language); Linguistics; Linguistic Theory; Psychology; Sociology; Surveys; Textbooks

ABSTRACT

This selected bibliography presents a listing of available articles, surveys, textbooks, and anthologies in the field of bilingual/bicultural education. Equal emphasis is given to theory and application. Works which might be considered on the fringe of bilingual/bicultural education are not excluded; papers dealing with linguistics, psychology, sociology, dialectology, foreign language teaching, and English as a second language are also found here. Each of the 30 entries is annotated, and the ERIC ED number is given wherever possible. (PMP)

ED 098813

CAL • ERIC/CLL

Series On

Languages & Linguistics

BEST COPY AVAILABLE

2

A SELECTED BIBLIOGRAPHY ON
BILINGUAL/BICULTURAL EDUCATION

James W. Ney
Donella K. Eberle

FL006604

January 1975
ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

2

CAL·ERIC Clearinghouse on Languages & Linguistics

Selected Bibliographies 2: BILINGUAL/BICULTURAL EDUCATION

by James W. Ney and
Donella K. Eberle

[James W. Ney is Professor, and Donella K. Eberle is a graduate assistant, both in the English Department of Arizona State University, Tempe.]

The purpose of this selected bibliography in bilingual/bicultural education is to present a listing of readily available articles, surveys, textbooks, and anthologies to which the reader may turn for a broad introduction to the field. It is not limited in approach to either theory or application, but gives instead some reading in both. Differences of opinion among the authors will, at times, be noted. It seems to be as difficult to define bilingual education as it is to agree upon the meaning of bilingualism itself. Both are subject to the concepts and aims of the educator. To some, bilingual education is having an ESL class for speakers of other languages while all other courses are taught in English, with the result being that all students become, in effect, monolingual. To others, it is teaching all students, both minority and majority, in all classes in both languages, with the result being that the total school population becomes bilingual. In between these positions are many other types of bilingual education, each producing varying degrees of bilingualism. Examples will be found in the suggested readings. The importance and effects of bicultural education are also discussed at length in most of the references.

In spite of the lack of agreement on some issues and methods, there is a unifying theme in the works. The belief that bilingualism is an asset, that it provides the individual with a wider view of the world, that it promotes tolerance and admiration for other cultures, and, in fact, that the bilingual person is to be envied is prominent in most of the readings.

The bibliography does not exclude works which might be considered as being on the fringe of bilingual/bicultural education. Papers dealing with linguistics, psychology, sociology,

dialectology, foreign language teaching, ESL, and others can be readily found here. In this kind of survey, it is not only unavoidable, but highly desirable. Bilingual/bicultural education cannot be viewed as being distinct from the effects of language study on the individual in society nor from the individual's emotional, internal response to such study. It is equally true that there are instances where the difference between being bilingual and bidialectal is not as great as it might first appear. Furthermore, the aims and methodology of foreign language teaching as well as that of ESL most certainly have a place in any discussion of bilingual education.

It should be emphasized that, due to space and availability, the bibliography does not include all relevant references. Extensive bibliographies can be found, however, in most of the works cited, and these should be of great help in any further investigation and study.

Abrahams, Roger D. and Rudolph C. Troike, eds. *Language and Cultural Diversity in American Education*. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

This anthology of essays is divided into the following sections: The Problem, which is concerned with the teaching of linguistically and culturally different students; Cultures in Education, emphasizing the importance of the educator in helping children of all backgrounds through a better understanding of those various cultures; Language, which presents basic information concerning language acquisition, grammar, competence and performance, dialects, and the history of the English language; Sociolinguistics, dealing with the role of language in social interaction and with the effects of bilingualism and multilingualism; Black English, which surveys some of the material on Black English and discusses its importance in the classroom; Applications, reporting on some of the practical applications of the theories discussed previously.

Alatis, James E., ed. *Bilingualism and Language Contact: Anthropological, Linguistic, Psychological, and Sociological Aspects*. [Report of the Twenty-First Annual Round Table Meeting on Linguistics and Language Studies, Georgetown Monograph Series on Languages and Linguistics, No. 23]. Wash-

ington, D.C.: Georgetown University Press, 1970.

The theme of this lengthy report is clearly stated in the title. That bilingual education is important and that the bilingual person is to be admired and envied is the basic assumption in articles written by Einar Haugen, Robert J. DiPietro, John Macnamara, Joshua A. Fishman, Vera John, Dell Hymes, Susan U. Philips, Everett C. Hughes, John J. Gumperz, Chester C. Christian, Jr., A. Bruce Gaarder, Colman L. O. Huallachain, William F. Mackey, Wallace Lambert, G. Richard Tucker, Russell N. Campbell, Susan Ervin-Tripp, Charles A. Ferguson, and Robert F. Roeming.

Altus, David M., comp. *Bilingual Education: A Selected Bibliography*. Washington, D.C.: U.S. Office of Education, Bureau of Research, 1970. [ERIC ED 047 353].

This is an extensive bibliography of listings from *Research in Education* (now *Resources in Education*) through June 1970 and from *Current Index to Journals in Education* from its beginning issue in January 1960 through July 1970. Abstracts are provided.

Andersson, Theodore. "Bilingual Education: The American Experience." *The Modern Language Journal*, Vol. 55, No. 7 (November 1971), 427-440.

This paper gives the historical background of bilingual education. It provides a survey of the growth—and occasional decline—of bilingual programs, and discusses the passage of the Bilingual Education Act of 1968. An assessment of the current state of affairs is given, along with an extensive bibliography.

— and Mildred Boyer. *Bilingual Schooling in the United States*. Washington, D.C.: U.S. Government Printing Office, 1970. 2 Vols. [ERIC ED 039 527].

This extensive survey of bilingual education in the United States is generally accepted as being one of the most important and complete works in the field. It not only includes a brief history of bilingual education, but also describes how to set up such a program and how to meet the guidelines for funding under Title VII. This legislation is included in the appendix. Also included is a discussion of areas in which research is still needed. An extensive bibliography is given, as is a list of addresses which could be helpful in obtaining further information.

Croft, Kenneth. "A Composite Bibliography

for ESOL Teacher Training." Washington, D.C.: TESOL, 1974.

Developed topically, this bibliography has a section devoted to bilingual education which should be of help to educators. In addition, there are references in other sections of the survey which can also serve well in this area. That devoted to "Sociology; Sociolinguistics; Dialect Study and Teaching" is helpful, as is "Teaching in Specific Places or to Specific Groups."

Diaz, Carmen. "Bilingual-Bicultural Materials." Lawrence, Kansas: University of Kansas Special Education Instructional Materials Center, 1973. [ERIC ED 084 915].

This paper describes and evaluates bilingual/bicultural materials. Also given are reference sources and bibliographies for ESL programs. Evaluative instruments for use in making assessments of children from Spanish-speaking families are listed.

Dil, Anwar S., ed. *Language Acquisition and Communicative Choice: Essays by Susan M. Ervin-Tripp*. Stanford, California: Stanford University Press, 1973.

This volume contains seventeen essays written by Susan M. Ervin-Tripp, eight of which deal specifically with bilingualism. Six others discuss language acquisition, and three are grouped under the heading "Sociolinguistics." Also included is a complete bibliography of Ms. Ervin-Tripp's works.

Fishman, Joshua A. "The Implications of Bilingualism for Language Teaching and Language Learning." In Albert Valdman, ed., *Trends in Language Teaching*. New York: McGraw-Hill, 1966. 121-132.

This is an excellent introductory article to the field of bilingual/bicultural education. It presents in a clear, orderly discussion, a definition of bilingualism, a rationale for studying it, its usage, and some problems and profits arising from its presence. A good list of references is provided.

———. *Language Loyalty in the United States*. The Hague: Mouton, 1966.

Few articles or books concerning bilingualism or biculturalism are written without reference at some point to this volume which presents a discussion of the complexities of language maintenance and acculturation. In addition to chapters by Fishman, there are contributions by Vladimir C. Nahirny, John E. Hofman, Robert G. Hayden, and others.

——— et al. *Bilingualism in the Barrio*. Bloomington, Ind.: Indiana University, 1971.

This is the report of an extensive research project which gives background information, instruments used, and results noted. Including much more than statistics,

the report gives information which is vital in any study of bilingual/bicultural education. [Two volumes of *The Modern Language Journal* should be noted here. Vol. 53, no. 3 (March 1969) and Vol. 53, no. 4 (April 1969) are both devoted to this research project.]

Jenkins, Mary. "Bilingual Education in New York City." Brooklyn, New York: Office of Bilingual Education, New York City Board of Education, 1971. [ERIC ED 084 911].

This informative report is divided into eight sections. They are: (1) Bilingual Education—A Historical Perspective; (2) The Puerto Rican Child in the New York City School System; (3) Bilingual Education in the New York City School System; (4) Funding for Bilingual Programs; (5) Rationale for Bilingual Education; (6) Summary and Conclusions; (7) Appendices; and (8) Bibliography. [Other ERIC documents of interest to the educator involved in bilingual programs are ED 081 277, a description of bilingual programs funded by Title VII ESEA, and ED 081 275 and ED 081 276, which describe bilingual programs funded by Title I and Title III respectively, all in New York City.]

John, Vera and Vivian Horner. *Early Childhood Bilingual Education*. New York: Modern Language Association, 1971.

Included in this work are comments concerning various bilingual programs around the country. The work at Rough Rock and Coral Way is discussed, as is bilingualism in New York City. The importance of combining bicultural education with language study is emphasized.

Lambert, Wallace E. and G. Richard Tucker. *Bilingual Education of Children: The St. Lambert Experiment*. Rowley, Mass.: Newbury House, 1972.

Lambert and Tucker report on an extensive community-based research project. The Canadian study was undertaken in order to research the development of second language skills by having a language other than the native language as the medium of instruction in elementary school. The work outlines the purposes of the project, the problems to be met, the plans and procedures which were followed, and the results obtained. Also noted are student and parent comments. A reference list is included.

——— et al. *A Study of the Roles of Attitudes and Motivation in Second-Language Learning*. Washington, D.C.: U.S. Office of Education, Final Technical Report, 1961.

This is the report of an in-depth study noting the social and psychological relationship of language learning. Questions dealing with the learner's attitudes toward speakers of the target language and their

ability to learn that language, the learner's reasons for studying the language, the identification which he develops with speakers of the second language, etc. are examined. Comparison of intellectual ability and language learning aptitude with the social attitudes and motivation to learn the language was made. Both were found to be extremely important. [This same report is mentioned in "Psychological Aspects of Motivation in Language Learning," by Lambert. The article appeared in the Spring/Summer, 1969 issue of *The Florida FL Reporter*, pp. 95-97, 169.]

Larson, Donald N. and William A. Smalley. *Becoming Bilingual: A Guide to Language Learning*. (Prepublication Edition.) New Canaan, Conn.: Practical Anthropology, 1972.

Most of the material on bilingual education is written for the education of children or about children. This one is concerned with adults learning to be bilingual. It offers insight into language and language learning, dealing specifically with the learner, the program, the techniques, and the problems. Specific suggestions for drills and learning procedures are given. "Usage" is noted and the book takes the learner through the choice of dialects which he faces. Appropriateness is discussed. There is an extensive bibliography.

Mackey, William Francis. *Bilingual Education in a Binational School*. Rowley, Mass.: Newbury House, 1972.

Following a foreword by Joshua Fishman, Mackey describes the JFK School in Berlin. The school's history and locale are examined, as are the purposes and aims of its bilingual program, the operation of the curriculum, the attitudes of students and teachers concerning the bilingual nature of the school, and the problems connected with functioning in such a system. Social and psychological problems are noted, as they apply to both students and teachers. The disadvantages, as well as the advantages, of bilingual/bicultural education are shown. The book contains "A Typology of Bilingual Education," which has often been included in other collections of essays.

Materiales en Marcha. San Diego: Materials Acquisition Project, 1973.

The purpose of this periodical, according to its publishers, "is to make available to teachers of elementary and secondary bilingual/bicultural education classes in the United States information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries."

Pacheco, Manuel T. "Approaches to Bilingualism: Recognition of a Multilingual Society." In Dale L. Large, ed., *Britannica*

Review of Foreign Language Education, Vol. 3. Chicago: Encyclopaedia Britannica, 1970. 97-124.

In this article, the author presents a rationale for bilingual education both for minority groups and for native English speakers. Also given are five purposes behind bilingual education programs and models of such programs. Problems in locating materials, in personnel development, in evaluation, and in establishing research needs are noted. A bibliography is included.

Politzer, Robert L. and Arnulfo Ramirez. "Judging Personality from Speech: A Pilot Study of the Effects of Bilingual Education on Attitudes Toward Ethnic Groups." Stanford, California: Stanford Center for Research and Development in Teaching, 1973. [ERIC ED 076 278].

This paper presents the findings of a study concerning the effects of bilingual education on the attitudes of students toward ethnic groups.

"Problems of Bilingualism." *The Journal of Social Issues*, John Macnamara, ed. Vol. 23, No. 2 (April 1967).

The entire issue of this journal is devoted to bilingualism. It includes papers by Dell Hymes, Joshua Fishman, Heinz Kloss, John J. Gumperz, John Macnamara, Susan Ervin-Tripp, Wallace E. Lambert, and A. Bruce Gaarder.

Proceedings of the National Conference on Bilingual Education (Austin, Texas, April 14-15, 1972). Washington, D.C.: U.S. Office of Education, Division of Bilingual Education. [ERIC ED 080 282].

There are several reasons for recommending this report. First, it is the report of one of the few comprehensive national conferences on bilingual education. Second, it gives a picture of what is happening, not what is, in theory, supposed to happen. It includes papers by educators directly involved in the work.

Saville, Muriel. "Bilingual Children" (A Resource Document Prepared for Child Development Associate Consortium, Inc.) Washington, D.C.: Center for Applied Linguistics, 1973. [ERIC ED 082 584].

Cultural influences on the development of bilingualism are presented in this paper. Research having to do with first and second language acquisition is discussed. Sections are devoted to the nature of language, linguistic diversity, child language acquisition, becoming bilingual, profiles of bilingual children, and implications for early childhood programs. The work provides information for personnel working with bilingual children and points up some of the misunderstandings which occur between members of majority and minority cultures

which may hamper the development of the bilingual child.

Saville-Troike, Muriel and Rudolph C. Troike. *A Handbook of Bilingual Education*. Washington, D.C.: TESOL, 1971.

Addressed to teachers and administrators, this handbook is a practical guide for those working in bilingual programs. The authors review the history and fundamental considerations of bilingual education and consider the linguistic, psychological, sociocultural, and pedagogical problems involved. Each section contains a good bibliography.

Shores, David L., ed. *Contemporary English: Change and Variation*. New York: J. B. Lippincott, 1972.

This anthology of 25 essays is divided into three sections: (1) Standard and Non-standard English: Temporal, Regional, and Social Variations; (2) Standard English: The Problem of Definition; and (3) Standard and Nonstandard English: Learning and Teaching Problems.

Shuy, Roger W. and Ralph W. Fasold, eds. *Language Attitudes: Current Trends and Prospects*. Washington, D.C.: Georgetown University Press, 1973.

This book is included, not because of its direct comments on bilingual/bicultural education, for there are none, but because of its sociolinguistic and psycholinguistic directions. Attitudes toward language learning—toward bilingualism and biculturalism—are of immense importance in the educational process, and this volume gives considerable insight into some of these issues. While bidialectalism is the major concern of many of the articles, the same points could be made by those persons involved in bilingual/bicultural behavior.

Spolsky, Bernard, ed. *The Language Education of Minority Children*. Rowley, Mass.: Newbury House, 1972.

Fifteen essays make up the content of this volume. They are divided into three sections: (1) Multilingualism in the United States; (2) Bilingualism and Bilingual Education; and (3) Language Education in Practice. Contributors include A. Bruce Gaarder, John Macnamara, Ralph W. Yarborough, Joshua A. Fishman, John Lovas, and Rolf Kjolseth, along with several others.

"Studies in English to Speakers of Other Languages and Standard English to Speakers of a Non-Standard Dialect." Special Anthology Issue and Monograph 14 of *The English Record*, Daniel J. Casey, ed., Vol. 21, no. 4 (April 1971).

This special issue of *The English Record* contains a number of relevant papers as well as an introduction written by Rudolfo Jacobson. Contributors include Kenneth

Croft, James W. Ney, John C. Fisher, Mary Finocchiaro, and Robert B. Kaplan.

Turner, Paul R., ed. *Bilingualism in the Southwest*. Tucson, Ariz.: University of Arizona Press, 1973.

Focusing on the Mexican-American and the American Indian, this book has a number of articles concerning bilingualism and bilingual education in the Southwest. Contributors include Rolf Kjolseth, Russell N. Campbell, Chester Christian, Mary Jane Cook, Wayne and Agnes Holm, and Bernard Spolsky. It also includes an essay by Jacob Ornstein emphasizing the future needs of the field. Problems, models, methods, and needs are noted, along with more general comments about bilingualism.

Ulibarri, Horacio. "Bilingualism." In Emma Marie Birkmaier, ed., *Britannica Review of Foreign Language Education*, Vol. 1. Chicago: Encyclopaedia Britannica, 1968. 229-258.

The author discusses the nature of bilingualism, the interrelationships between bilingualism and biculturalism, the problems faced by educators in handling the situation, and the implications for teachers. The relationship of bilingualism to acculturation and biculturalism is noted, as are studies concerning these areas and others, including testing and social class stratification.

Zintz, Miles V. "What Classroom Teachers Should Know about Bilingual Education." Albuquerque, N.M.: University of New Mexico, 1969. [ERIC ED 028 427].

The report is divided into the following chapters: (1) Cross-Cultural Education; (2) Problems in Second Language Learning; (3) Classroom Methodology; (4) Special Aspects of Vocabulary; and (5) The Bilingual School. Zintz believes biculturalism to be a bigger problem than bilingualism in the Southwest, and notes the problems caused by teachers who do not understand cultural differences. He describes the bilingual school as he sees it and provides a list of materials for Spanish-English bilingual schools, as well as a list of selected bilingual readings for classroom teachers.

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Center for Applied Linguistics for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Center for Applied Linguistics or the National Institute of Education.

CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS

ERIC (Educational Resources Information Center) is a nationwide network of information centers, each responsible for a given educational level or field of study. ERIC is supported by the National Institute of Education of the U. S. Department of Health, Education, and Welfare. The basic objective of ERIC is to make current developments in educational research, instruction, and personnel preparation more readily accessible to educators and members of related professions.

The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), one of the specialized clearinghouses in the ERIC system, is operated by the Center for Applied Linguistics. ERIC/CLL is specifically responsible for the collection and dissemination of information in the general area of research and application in languages, linguistics, and language teaching and learning.

In addition to processing information, ERIC/CLL is also involved in information synthesis and analysis. The Clearinghouse commissions recognized authorities in languages and linguistics to write analyses of the current issues in their areas of specialty. The resultant documents, intended for use by educators and researchers, are published under the title CAL-ERIC/CLL Series on Languages and Linguistics. The series includes practical guides for classroom teachers, extensive state-of-the-art papers, and selected bibliographies.

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Center for Applied Linguistics for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Center for Applied Linguistics or the National Institute of Education.

This publication has been announced in the ERIC monthly abstract journal Resources in Education (RIE) and is available from the ERIC Document Reproduction Service, Computer Microfilm International Corporation, P. O. Box 190, Arlington, Virginia 22210. See RIE for ordering information and ED number.

For further information on the ERIC system, ERIC/CLL, and the CAL-ERIC/CLL information series, write to ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.